

Section 2: Unit of competency information

2.1 Unit of competency

TAEASS402 Assess competence

Modification history

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to implement an assessment plan, and gather quality evidence to assess the competence of a candidate using compliant assessment tools.

It applies to teachers, trainers and assessors in enterprises and registered training organisations (RTOs) and those providing assessment advisory services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

Resource	General overview/how to use
Learner guide	<p>The learner guide's preliminary pages include information on:</p> <ul style="list-style-type: none">• how to work through the learner guide• foundation skills. <p>The preliminary pages also include a checklist the learner can use to identify the topics they may already know.</p> <p>Each topic matches an element in the unit of competency.</p> <p>The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning.</p> <p>The topic summaries provide an opportunity to review the topic content.</p> <p>The learner guide activities can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.</p>
eBook	An eBook version of the learner guide is also available from Aspire.
Online resource	<p>The online resource provides all the learning content and activities in an online format that can be accessed by learners through a training organisation's learning management system. It includes the following features:</p> <ul style="list-style-type: none">• Interactive learning objects to display content• Benchmark responses to practice tasks so online learners can check their progress

3.2 Learning mapping

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Unit of competency	Content	Activities
Element 1: Prepare for the assessment	Topic 1: Prepare for the assessment	n/a
1.1 Interpret assessment planning documentation and applicable organisational, legal and ethical requirements for conducting the assessment and confirm with the relevant people	1A Interpret assessment planning documentation, and organisational, legal and ethical requirements for conducting assessment	1
1.2 Access and interpret units of competency that are to be used as benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected	1B Access and interpret units of competency and the nominated assessment tools	2
1.3 Determine opportunities for integrated assessment activities and document any changes to the assessment instruments, where required	1C Determine opportunities for integrated assessment activities and document changes to assessment instruments	3
1.4 Determine opportunities for evidence-gathering in actual or simulated activities, through consultation with the candidate and relevant personnel	1D Determine opportunities for evidence-gathering in consultation with the candidate and relevant personnel	4
1.5 Conduct a candidate briefing and explain, discuss and agree on the details of the planned assessment	1E Explain, discuss and agree on the details of the planned assessment	5
1.6 Arrange identified material and physical resource requirements	1F Arrange identified material and physical resource requirements	6
1.7 Identify any specialist support requirements for the assessment, and organise if necessary	1G Identify and organise specialist support requirements for the assessment	7
Element 2: Gather quality evidence	Topic 2: Gather quality evidence	n/a

3.3 Solutions – general guidance

Activities within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to activities presented in section 3.4 should serve as a reliable guide to the type of information that should be included in the learner's response.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, they should be documented in the assessment plan. An example of the assessment plan is provided here.

This confirms that:

- the candidate is fully aware of the expectations of the assessment process
- the candidate has been engaged in negotiating an assessment plan that best fits their particular needs and situation
- the candidate is ready to proceed with the assessment
- the arrangements for the assessments to occur have been agreed.

Date, time and place for assessments	
Candidate name	
Candidate contact and email	
Assessor name	
Assessor contact and email	
Date, time and place for assessments	
Unit(s) of competency	
Assessment tasks	Part A – Portfolio Evidence
	Part B – Questions
	Part C – Observation*
RPL Assessment	<input type="checkbox"/> Yes <input type="checkbox"/> No
Method of submission	
Candidate to supply	
Assessor to supply	
Special consideration	

4.3 Assessment mapping

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Unit of competency	Part A – Portfolio of evidence	Part B – Questions	Part C – Observation
Element 1: Prepare for the assessment			
1.1 Interpret assessment planning documentation and applicable organisational, legal and ethical requirements for conducting the assessment and confirm with the relevant people		Q6, Q7	O33
1.2 Access and interpret units of competency that are to be used as benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected	P1, P7, P12, P17	Q8	
1.3 Determine opportunities for integrated assessment activities and document any changes to the assessment instruments, where required		Q10	O34
1.4 Determine opportunities for evidence-gathering in actual or simulated activities, through consultation with the candidate and relevant personnel		Q11	O35
1.5 Conduct a candidate briefing and explain, discuss and agree on the details of the planned assessment			O36
1.6 Arrange identified material and physical resource requirements		Q13	O37
1.7 Identify any specialist support requirements for the assessment, and organise if necessary		Q14	O38

4.4 Assessment solutions and marking guidance

General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's responses. The answers provided by the assessment candidate will vary due to a number of factors, including:

- if they are an RPL candidate
- the candidate's own experiences
- the candidate's workplace experiences
- the interpretation of the assessment task by the assessment candidate/assessor
- the type of organisation, work practices, processes and systems encountered by the candidate.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the

candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.

Solutions to the assessment tasks

Part A – Portfolio of evidence

Instructions to the assessor (relates to all candidates, including RPL)	<p>Please refer to the assessment task as outlined in the Aspire Assessment and RPL resource.</p> <p>The candidate will collate and submit evidence (documents, photographs, videos or logbooks, etc.) that you will use to determine their competency.</p> <p>You need to use your judgment to decide if the candidate's evidence is satisfactory against the criteria listed in the Assessment evidence: Portfolio checklist provided.</p> <p>The checklist provides the candidate with criteria on which their evidence will be judged. You can use this checklist to record and confirm the evidence supplied to you and determine whether it meets the rules of evidence.</p> <p>The format for the portfolio of evidence should be discussed with the candidate in the Assessment Plan. You may require evidence to be submitted via hard copy or by electronic means.</p> <p>The candidate should remove references to personal, financial or commercially sensitive information before it is submitted as evidence. Evidence submitted as assessment will be retained by the assessor/RTO for a period of time. Original copies of official certificates must be sighted and authenticated by the assessor and returned to the candidate.</p> <p>You may undertake an interview with the candidate to discuss the evidence they have presented. At the interview, you may ask questions to clarify the depth of their knowledge. You may direct candidates to undertake gap training where necessary.</p>
Reasonable adjustment	<p>The format for the portfolio can be negotiated with the candidate as there are many different types and formats suitable as portfolio evidence.</p>
Feedback/unsatisfactory outcomes	<p>All portfolio criteria items must be satisfactorily demonstrated by the candidate.</p> <p>Where a portfolio item is judged to be incomplete or unsatisfactory, you may provide the candidate with feedback on how the evidence can be improved or provide examples of additional evidence that would be suitable. Usually, the candidate would only be required to focus on the portfolio items that were not satisfactory in the submission.</p> <p>The portfolio item(s) may be re-submitted at your discretion and must be in line with the training organisation's assessment policies and procedures.</p>

Third-party observation report

Purpose	The candidate's work performance will be documented using a third-party report completed by a relevant supervisor.
Instructions to the candidate	Please provide the following third-party report to your relevant workplace representative to be completed.
Instructions to the third-party observer	<p>Thank you for taking the time to undertake a third-party report for the candidate, who is undertaking a nationally recognised course. Evidence is often collected by a qualified assessor. However, third parties – other people such as supervisors, trainers or other team members – can report what they see or hear to the assessor. Evidence collected in this manner is called third-party evidence.</p> <p>As part of the candidate's assessment for this unit, we are seeking evidence to support a judgment about the candidate's competence. As part of the process of gathering evidence, we are seeking reports from a supervisor and/or other people who work closely with the candidate. This report will be used to validate the skills and experience of the candidate, in different contexts and with repeated performance of skills over time.</p> <p>Use the following checklist to judge and record your observations of the candidate in workplace situations. Record your observations of the candidate's performance directly onto the checklist. You may record your observations during and/or after periods of workplace observation.</p> <p>The checklist has a series of items related to the unit of competency that form the evidence criteria.</p> <p>The checklist provides the opportunity for you to record that you have had the opportunity to observe the candidate applying these skills and knowledge. All items on the checklist must be observed in order for the assessor receiving this third-party report to record a satisfactory performance.</p> <p>You need to meet the following conditions:</p> <ul style="list-style-type: none"> • The necessary materials and resources must be provided to the candidate, and any concerns or questions the candidate has must be clarified or answered before the observation commences. • The period of observation should be over a work period sufficient to observe all the skills outlined in the checklist provided and to ensure that the candidate's performance is captured in full. This must be negotiated and agreed to by workplace colleagues to minimise interruptions to the everyday activities and functions of the workplace environment, as well as to the observation being undertaken. • The candidate must complete the observation task unassisted by the observer or other personnel.
Resources required	<p>The following materials are required for this observation to be undertaken:</p> <ul style="list-style-type: none"> • The assessment environment must include access to assessment tools and recording materials
Name of third party	
Phone number	

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	TAEASS402 Assess competence, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Portfolio of evidence	<input type="checkbox"/>
	Part B – Questions	<input type="checkbox"/>
	Part C – Observation	<input type="checkbox"/>
	RPL candidates only – RPL documentation: <ul style="list-style-type: none">• Trainer/assessor capability record• Professional résumé• Position description of current role	<input type="checkbox"/>

Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>				
	<table style="width: 100%;"> <tr> <td><input type="checkbox"/> Valid</td> <td><input type="checkbox"/> Sufficient</td> </tr> <tr> <td><input type="checkbox"/> Current</td> <td><input type="checkbox"/> Authentic</td> </tr> </table>	<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Current	<input type="checkbox"/> Authentic
<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient				
<input type="checkbox"/> Current	<input type="checkbox"/> Authentic				
Final result:					
Result date:					
Assessor signature:					

Once this final record is complete, the candidate has officially completed the unit of competency.

Final result codes

Assessors are reminded that they should be entering one of the following final result codes in full on the record of outcome:

Competent	The unit has been completed by the candidate through training & assessment.
Recognition of prior learning – granted	The unit has been completed by the candidate by applying for, and achieving recognition of prior learning (RPL).
Recognition of prior learning – not granted	The candidate attempted assessment in the unit through RPL application but the assessment was deemed not satisfactory to meet unit requirements.
Withdrawn	The candidate withdrew from the unit after commencing the unit – this may be after satisfactorily completing one or more assessment tasks, but not all assessment tasks required.
Not competent	The candidate attempted full assessment in the unit (all assessment tasks) and, after multiple attempts to complete the assessment tasks satisfactorily, is to be deemed not competent (fail) as a final unit result.

Section 7: Glossary of VET terminology

The following glossary is taken from the Standards for Registered Training Organisations (RTOs) 2015.

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Accredited short course means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.

AQF certification documentation is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Assessment means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

Assessors are persons who assess a learner's competence.

Audit means an audit or compliance audit undertaken by the VET Regulator.

Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

Authenticated VET transcript has the meaning given in the *Student Identifiers Act 2014*.

Client means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

Code means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.